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AUTHOR Christian, Donna
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ABSTRACT

A discussion of second language learning among language minority students looks at the increasing multiculturalism of the U.S. classroom and a number of related issues, including the relationship between first language development and second language learning, academic language needs, and literacy development, and concern about the appropriateness of standardized testing for linguistically and culturally diverse student populations. It then gives an overview of developments in and principles of integrated language and content (ILC) instruction, or the teaching of content in a second language. Finally, language development is examined in the context of extended school day programs. Basic principles are outlined, and simple strategies for promoting such development through language usage and organization of activities are offered. ILC is seen as a promising technique for additive language development in extended school-day programs because content can be not just academic, but also recreational. Implications for immigrant children in Dutch extended school-day programs are discussed briefly. (Contains 20 references.) A set of strategies and sample activities for ILC instruction in art, music, and physical education, including lesson plans, is presented separately. (MSE)

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Invitational Conference on Extended School Day
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Language Development in Extended-Day Programs: Prospects for Second Language Learners

Donna Christian
Center for Applied Linguistics
Washington, DC, USA

Introduction

One result of political, social, and economic upheavals in countries around the world has been the movement of people. Many countries, including both the United States and the Netherlands, have witnessed a significant increase in resettlement. The arrival of diverse groups of newcomers, along with shifts in indigenous populations and increased ease of movement and communication, are changing the face of communities throughout our societies.

During the decade of the 1980's, the United States became an increasingly multicultural society, with members of diverse ethnic groups found in communities large and small throughout the country. During a time when the total population of the United States increased by just 10%, the number of Asian and Pacific Islanders more than doubled (from 3.5 million to 7.3 million). The Hispanic origin population increased by over 50%, from 14.6 million to 22.4 million. American Indian, Eskimo and Aleut groups grew by 37%, from 1.4 million to nearly 2 million.

Such rapidly changing demography has profound implications for all aspects of society, but especially education. In the U.S., current estimates put the number of limited English proficient students close to three million, and Olsen (1989) notes that several times that number probably need specialized instruction (since the narrow definition used for classifying students as limited English proficient misses many students who still need assistance with academic English). Waggoner (1991) notes that over 8 million children are in families where a language other than English is used.

Academic achievement and school completion rates for many minority students remain low. A recent study of Hispanic education concluded that Hispanics are the most undereducated major segment of the U.S. population--they tend to enter school later, leave school earlier, and are less likely to complete high school or participate in postsecondary education (National Council of La Raza, 1991). The National Educational Longitudinal Study showed that, while Asian students in the U.S. had higher levels of achievement in reading and math than other minority groups, there were great variations among Asian subgroups. Southeast Asians were well below average, and Pacific Islanders proved to have the greatest needs of all racial and ethnic groups studied (National Center for Education Statistics, 1992).

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My comments today are placed against this backdrop, as I reflect on our experience with language minority populations in our schools and attempt to relate that experience to language development needs among minority students in the Netherlands.

One part, and a significant part, of the puzzle to address the needs of language minority students is development of the majority language of the society, English in the U.S. and Dutch in the Netherlands. The role of instruction in the native language has been hotly debated in the U.S., although research evidence points to the long-term effectiveness of sustained cognitive and linguistic development in students' mother tongues (Collier, 1995). Even when the native language can be developed, however, a second language must be learned. The two are by no means mutually exclusive.

Our understanding of the second language acquisition process has expanded but this complex issue is far from well understood. Better understanding of the process has significant practical implications. For example, insights into the relationship between first and second language acquisition can help us determine which aspects of learning are language-dependent and which are not.

Recent research suggests that rate of acquisition of a second language is closely linked with first language proficiency, which may indicate that certain language skills, once developed in the first language, are built upon in the second (Hakuta & Garcia, 1989). The concept of language proficiency has also been shown to be multi-dimensional. For example, academic situations are likely to require proficiency in language that is more cognitively complex and less dependent on the immediate context than language used for social situations (Cummins, 1981). Such differences in language proficiency have clear implications for second language learning in a school context.

Becoming proficient in academic language is a task that <u>all</u> school children must undertake, not just those who have limited proficiency in the majority language. We are all language learners for our whole life. We never stop. For children, studies have shown that academic language proficiency is more likely to develop in classrooms where there is an interactive approach to instruction and where there is frequent extended discourse from all students on academic topics (Cummins, 1989; Wells, 1989). These results are related to work on academic achievement in a second language (Collier, 1995). We need to apply a much better understanding of academic language proficiency--what it is, how it is acquired, how it can be assessed--particularly in a second language.

Related to second language learning is the question of the development of literacy. For language minorities, we must consider the factor of first language literacy as well as instructional strategies for assisting learners of various age levels. The literacy issue is particularly critical for youngsters who may come from a non-literate background. There has been considerable discussion of the role of native language literacy for both children and adults, including the suggestion that certain literacy skills will transfer to a second language if present in the first language (Hakuta, 1990). There are many unresolved questions, however, particularly about the process of transfer for those who are literate in a language whose writing system is fundamentally different from that of English (a non-Roman alphabet, for example).

Another school-related language issue that has great importance is assessment of students. There is serious concern about the appropriateness of most standardized testing instruments for linguistically and culturally diverse students. For second language learners, it is difficult to factor out the contribution of language proficiency to the outcome. Many specialists are now recommending performance-based assessments for all students, but especially for language minorities (Palmer Wolf, LeMahieu & Eresh, 1992; Pierce & O'Malley, 1992).

Content-Based Language Learning

In second language education in general, there has been a movement away from teaching language in isolation toward integrating language and content instruction (Enright and McCloskey, 1989). This term is actually an umbrella for a set of strategies and classroom practices that may be implemented in any situation where students are learning through a second language. Thus, integrated language and content (ILC) may be found within the context of bilingual as well as monolingual programs, and it may be applied with a primary goal of teaching either language or content. When content is used as a vehicle for language learning (i.e., language development is the primary goal), the term most often used is *content-based language learning*, but the term may also apply more widely.

What is integrated language and content instruction? ILC typically includes features like the following:

- instructional sessions have both content objectives and language objectives;

- there is a focus on meaning rather than on form and overt error correction is rare, although modeling of standard language forms may be incorporated;

- the language that is used is made comprehensible to the students, through adjusted speech, controlled vocabulary, etc.;

- understanding of instructional language is helped by contextual cues to convey meaning, to lessen reliance on verbal language for information (multiple cues include combinations of verbal, visual, and physical response strategies, for example); and

- interaction through language is interesting and real, and the content of interchanges is meaningful (there are no constructed dialogues, for example).

For example, an art activity for young children can help them learn language related to basic shapes, colors, and ways of sorting them, as they cut out shapes in different colors, sort them by shape or color and eventually design mobiles to hang in the classroom (see appendix for music, art and physical education strategies for ILC). Older children may explore environmental pollution in science. First they can talk about the problem of littering (to prepare them for vocabulary and other language needs), then carry out a project of observation, interviewing, and analyzing results about littering behaviors in their neighborhood. Oral language as well as literacy development is thus emphasized along with

science methods and information.

Options for ILC can be seen as a continuum, with the poles being primary emphasis on language (taught by a language teacher) or on content (taught by a content area teacher). In content-based language instruction, a language teacher uses meaningful content to build language skills, but selects activities carefully to promote the learning of specific skills. At the other end, the practice is more often referred to as sheltered, or language-sensitive, instruction. In this case, a content teacher, such as a science teacher, adapts the instruction to fit the language abilities of the students, but the primary goal remains on the learning of content. Language development is a likely result in those cases, but it is not the main point. Many instructional cases fall in between, where language and content objectives are both worked toward, in lessons that promote progress through the school curriculum as well as learning of a second language. Language development in any of these settings can be thought of as content-based language learning.

Rationale for Content-Based Language Learning

The rationale for ILC derives from many disciplines, but special consideration should be given to second language acquisition and educational/learning research. A strong motivation for exploring this approach came from educators who were concerned about language minority students who were not doing well in mainstream content classes, even though they qualified to exit from the formal English as a second language program and appeared to speak English well. What they noticed was that, although the students had developed a reasonably high proficiency in oral English, especially in social situations, their level of proficiency in academic and written English was often much lower. This very practical concern was supported by theoretical and research developments that were ongoing.

The work of second language acquisition researchers stresses natural acquisition of language, with minimal overt attention to language forms (Krashen and Terrell, 1983), even in classroom settings. There, the role of *comprehensible input* is considered to be critical for language development, as are authentic, interesting texts for reading and writing and authentic, meaningful interactions for speaking and listening (Krashen, 1985). Swain (1985) added the dimension of production as an important contributor to achieving proficiency, by emphasizing the need for opportunities work toward *comprehensible output* for learners.

Cummins (1981) and others provide evidence for two kinds of language proficiency (mentioned above): Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). These types of proficiency vary according to the parameters of cognitive complexity and contextual support. Research suggests that BICS may be acquired fairly quickly, in one to two years, but CALP requires more time and experience, often taking from five to seven years or more to develop to native-like levels (Collier, 1987, 1995).

In school situations, language learning happens most effectively when students work toward communication in meaningful situations, because motivation is an important factor in

language learning (Genesee, 1994). Authentic materials (realia) also contribute to more meaningful and interesting bases for instruction. It is also important to view language learning within the full context of human development; it cannot be isolated from other aspects of social and cognitive development; particularly for school-aged children (Genesee, 1994).

With this brief synopsis of the research, we can suggest ways that ILC builds on these principles.

(1) *ILC helps students acquire academic language*. This type of instruction provides a bridge from native language learning to learning through a second language (for example, by promoting transfer of concepts and skills). Language input and output reflect the demands of authentic academic situations, and specialized content area registers (e.g. math, science) are part of the language learned. These strategies also promote the development of thinking skills along with language skills.

(2) *Input is meaningful and comprehensible*. Language is taught through meaningful, real communication, not as a conscious subject. Content that was learned through the student's native language experience provides support for understanding and can be built upon in second language contexts in ILC.

(3) *Output is meaningful*, if classroom organization allows for high levels of student participation. Recent studies show that students remain passive in all types of classrooms and programs, and that much of education is teacher-centered. For ILC to be effective, this pattern must be broken.

(4) *Student motivation should increase*, since topics are interesting and authentic in ILC. Language learners are expected to place a higher value on ILC activities since there is a clearer relationship to their future success and to what other students are doing in their school.

(5) *Time is used effectively*, since language learning time is also used for content learning in ILC.

Issues in Language Development in Extended Day Programs

In considering second language development in the context of extended school-day programs, there are several principles that are useful to keep in mind, whether or not ILC is the approach used. First, second language learners should not be viewed as deficient or disadvantaged; instead, their native language skills and native culture need to be valued as resources to build on. Second, to promote the development of language, it is important to remember that "language flourishes best in a language-rich environment" and "children should be encouraged to experiment with language" (McLaughlin, 1995).

Additional time in school is not the most critical feature of extended day--if language experiences are not facilitative of development, giving more of them will not promote

learning of Dutch. Extended day offers the chance for meaningful, student-centered language learning experiences--the quality is more important than the quantity. A key ingredient in maximizing language development in this setting is professional development of the teachers. Teachers need to know about both first and second language development and about making content accessible to second language learners. They must work with students according to the principles mentioned above, taking an "additive" bilingual attitude and demonstrating respect for the native language and culture of the students.

ILC instruction would appear to be a promising technique for extended school-day programs for language minorities, since content is not just math and science, but art, music, dance, gymnastics and cooking as well in this framework. For example, in a cooking lesson, there are ample opportunities for literacy activities (researching ingredients, compiling recipes, noting differences in results when amounts or ingredients are varied) as well as vocabulary (foods, utensils) and syntax (imperatives, questions) development. These activities also have the advantage of providing opportunities for social language as well as academic language development. In some cases, classroom-based language learning can overemphasize academic language, leaving gaps in the social repertoire (particularly in teacher-centered classrooms).

Strategies for Language Development in Extended Day Programs

As mentioned above, the opportunity for active, meaningful activity makes extended school-day programs an ideal context for language learning. Links with regular language and content classes would enhance the learning; content introduced in the regular school day could be reinforced and extended, giving the students more chances to comprehend and/or build on it. Thematic connections give language learners opportunities to transfer concepts and skills from one situation to another; they reduce the amount of new information to be processed and stimulate interest.

There are a number of strategies that teachers can apply to adapt instruction for second language learners (Short, 1991). Professional development on this topic would assist teachers to implement these and other strategies. Teachers can:

(1) *simplify language*, but speak in a normal tone at a normal rate; otherwise, the model provided of language is exaggerated and inaccurate (it often helps to observe a language teacher if not trained as one);

(2) *be demonstrative* (use gestures, realia, other visual and auditory cues to meaning);

(3) *adapt the material* (especially written texts) in some, but not all, cases (it is important to include original, authentic texts as well); advance organizing can be helpful before reading a text, including group discussion, graphics, etc.;

(4) *draw on students' knowledge* (find out what they know);

(5) *review frequently, but avoid excessive repetition;* review techniques should not interrupt

the flow of an activity--students can be asked to rephrase, summarize, or fill in charts, for example;

(6) *give students enough time to respond* (processing a second language to frame a response takes time);

(7) *model standard language forms* rather than overtly correcting language structures (paraphrasing also gives other students more cues to meaning and ways of expressing);

(8) *develop routines* (ways of giving instructions, assignments), so that students can anticipate what will happen without relying totally on language cues); and

(9) *organize activities so that peers help one another* (older students tutoring younger ones, for example).

Conclusion

In this paper, I have attempted to share with you some current ideas about second language learning in the schools and to speculate on applications to extended school-day programs for language minorities in the Netherlands.

The "big" questions seem to be the following:

Can extended school-day programs in the Netherlands promote Dutch as a second language for immigrant students? If certain conditions are met, the answer should be yes. It would be useful to know more about the native language situation for immigrant students, to consider how it could be used as a foundation for academic achievement and language learning.

If yes, then how? Content-based language learning, or more generally, ILC, is a good way to approach the issue. As we have seen, an ILC curriculum can be based on a wide range of content (not just the so-called core academic subjects). Any of the activities now being done (music, cooking, art, etc.) can advance language development of students, with some planning. Prior to student sessions, teachers can examine the language requirements of the activity planned, look for language opportunities that suggest themselves by the activity, and consider the language levels of the students involved. With these in mind, language objectives can be identified to accompany the content objectives.

Links with regular language and content classes would be desirable, so that themes developed in the regular school day can be pursued in the extended-day program. For example, music in extended day could involve songs based on content and vocabulary from science or social studies. If graphs are being taught in mathematics in the regular day, observational data in extended day experiments could be graphed to reinforce the concepts. It would also be helpful for teachers to receive guidance from Dutch as a second language teachers, who could advise on individual students as well as on general strategies to promote language development.

A key to success will undoubtedly derive from opportunities for professional development for teachers and the availability of time for those teachers to plan their activities and to link with the students' content and language teachers. This recommendation, as well as the others, may required more resources than currently available. If, however, extending learning time is worth the investment of additional resources, making that additional time (as well as the regular school time) more *effective* would definitely be worth the resources.

I wish you all good luck with your important work on behalf of the students in the Netherlands, and I look forward to an interesting discussion. Thank you.

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STRATEGIES FOR INTEGRATING LANGUAGE AND CONTENT INSTRUCTION
ART, MUSIC, AND PHYSICAL EDUCATION

Carolyn Andrade, Carol Ann Pesola and Donna Christian

Purpose

A major difficulty in teaching language to beginners is how to get started and how to facilitate the early stages of language learning. The use of physical response strategies can be an effective way to approach this problem, particularly in immersion settings. In this technique, teachers use only the target language, and students are expected to respond physically, but not verbally. In other words, students demonstrate understanding through means other than oral production. The approach shares its conceptual underpinnings with those of the "total physical response (TPR)" and "natural" approaches.

The physical response orientation has a number of advantages for early language learning. It involves processes that resemble natural language acquisition, by developing comprehension and involving action responses and it reduces the level of anxiety in the new language situation. In the classroom, the approach further has the advantage of pairing mental processing with action, which may lead to greater retention, and all students are able to participate. For young children, this involvement orientation is especially important, as is the fact that no reading or writing skills are required (although they may be developed).

Integrating language and content instruction using physical response strategies can be particularly effective in art, music and physical education classes. Concepts appropriate to the age levels of students can be taught, and the content lends itself well to physical rather than verbal responses from the students. The teacher's language can be geared, in variety and complexity, to the language level of the students, while still allowing the teacher to promote concept learning.

The following activities suggest ways in which physical response activities can facilitate the learning of language and basic concepts in music, art, and physical education. The lessons are designed for beginning language learners (in a foreign language or ESL context) in various elementary grades.

The Basic Approach

Step 1: Planning

- o set language and content goals for the lesson
- o determine the vocabulary needed for the lesson
- o break down the lesson/task into steps

  teacher: language + gestures + context
  student: physical responses

- o define sequence of activities
- o identify and gather materials needed

Step 2: Conducting the lesson

- o Teach vocabulary using visuals, movement and demonstration; use familiar commands (*put, take*, etc.) and allow for lots of manipulation of vocabulary through novel commands (new combinations of familiar command structures with new vocabulary).

- o Introduce and practice concepts through sequenced activities, with teacher using language, gesture and demonstrations, and students responding with action, first as a group and then in smaller groups or individually.

- o Combine and reinforce concepts, continue practice.

Step 3: Ending the lesson

- o End with a quiet activity to calm students down before the next class; because of the active nature of this approach, it is important to provide the students with a "cool-down" or quiet time before moving on to the next activity; a good example is a short story (told orally or read).

Sample Lessons

I. Physical Education
Objective: motor skills development, sequencing actions
Language level: beginning (foreign language or ESL)
Educational level: primary
Materials needed: music from the culture whose language is being studied (optional for accompaniment to activities)
Activities:
Note: These activities are not intended to constitute a single lesson; the inventory of actions should be built up over time, introducing no more than three actions and two modifiers at a time. As the list of known actions builds, new and old responses should be practiced together.

1. Setting the stage: demonstrate/teach vocabulary
   a. action verbs (*jump, skip, hop, run, walk, stop*, etc.)
   b. modifiers (*left, right, fast, slow, high, low*, etc.)
   c. numbers 1 to 10

2. Demonstrate actions and have children practice each action as a group.

stand up	run	stop
walk forward	jump high	run in a circle
hop 3 times	skip to the left	etc.

3. Give a series of 2 or 3 commands and have children carry them out, as a group and individually.
   jump 2 times and skip to the door
   hop to the teacher and squat down
   run to the door, hop 3 times and walk to the window
   stand up, jump 2 times and sit down, etc.

4. When the inventory of known actions is long enough, play a game. Issue commands and have the students do the actions. When a mistake is made, in action or in number of times, etc., the student must sit down. Start with single commands and gradually increase the number of commands in the sequence. Those children sitting down may participate by monitoring the performance of those still standing.

II. Art
Objective: basic shapes and colors (making a mobile)
Language level: beginning (ESL or foreign language)
Educational level: elementary
Materials needed: colored paper in at least five colors, objects to trace basic shapes (rectangle, square, circle, triangle), pencils, scissors, string, wooden sticks (approximately 18-24 inches long)
Activities:

1. Setting the stage: demonstrate/teach vocabulary
   a. action verbs: *put, take, cut, draw, make, find*
   b. colors: *red, blue, yellow, green, black, white*
   c. shapes: *square, rectangle, circle, triangle*

2. Demonstrate tracing shapes and cutting them from paper of different colors. Have children cut out pieces of various shapes in various colors.
   Find a circle; draw a circle on the red paper; cut out the circle.
   Make a square on the blue paper; cut it out.
   Put the box (rectangle) on the yellow paper; draw the rectangle; cut out the rectangle.
   Make a green triangle.
   Then let children cut out shapes and colors as they choose.

3. Once children have a number of shapes cut out, practice sorting and naming the shapes and colors. Get children moving around as they sort.
   Put all the triangles together. Who has a red triangle? If you have a red triangle, stand up. Put all the red triangles on the table and sit down.
   Who has a black rectangle? Put the black rectangle by the window.
   Put all the blue pieces together. Take the blue squares to the blackboard.
   Continue sorting, then redistribute shapes so that each child has at least 2 of each shape in different colors.

4. Demonstrate glueing strings of different lengths to shapes and tying them to the wooden sticks, more or less evenly spaced. Allow children time to design arrangements of shapes to their liking. With older children, two sticks may be crossed and nailed together to make a more complex mobile.

5. Hang children's work around room and use at later times to practice shapes and colors in follow-up activities.

III. Music
Objective: note values
Language level: beginner (foreign language or ESL)
Educational level: 2nd grade and above
Materials needed: large versions of notes (quarter (8), half (4), and whole notes (2)) for demonstration; equivalent set of notes for each student to work with; flannel boards or other way to put notes up for display and rearrangement
Activities:
1. Setting the stage: demonstrate/teach vocabulary
   a. numbers
   b. names of note values
   c. action verbs: *clap*, *tap*, *step*, *sing*, *jump*

2. Hold up the appropriate note and have the students follow commands using the notes they have.
   Point to the whole note, the half note, etc.
   Put the whole note on the table and clap 4 times.
   Put the half note on the floor and clap 2 times.
   Put the quarter note on your head and clap one time.
   Cover your left eye with the whole note and wink 4 times, etc.

3. Compare values of notes. Hold up whole note, two half notes and four quarter notes, as equivalents. Practice tapping 4 times for a whole note, 2 times for each half note and 1 time for each quarter note. Hold up combinations of notes and have students hold up equivalents, while they tap them out. Encourage innovative combinations.
   For example: Hold up a whole note and a half note; have students tap them out (6 taps); have students find equivalents and tap them out (3 half notes, 6 quarter notes, etc.); continue this practice until students know the values.

4. Practice sequences of notes. Using large demonstration notes, combine whole, half and quarter notes into series and have students tap them out. For example, place 3 quarter notes, a whole note and a half note in a row and have students tap or clap 1 time for each quarter note, 4 times for the whole note and 2 times for the half note. Practice a few sequences.

5. Ask students to work in pairs or small groups to pool their notes and put together a series of notes for the class. Come back together and tap/clap out the sequences proposed by each group/pair.

Variations

All of these activities can be adapted for older students by adjusting the actions or context.

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Author Information

Carolyn Andrade is Foreign Language Supervisor for the Cincinnati Public Schools.

Carol Ann Pesola is Assistant Professor of Education and German at Concordia College in St. Paul, Minnesota.

Donna Christian is a researcher and teacher trainer at the Center for Applied Linguistics.

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Center for Language Education and Research (CLEAR)
Center for Applied Linguistics
1118 22nd St., N.W.
Washington, DC 20037